

Non-EFL Students' Ability in Writing Simple Sentences of Descriptive Paragraphs

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ABSTRACT

The objective of this study is to know the students' ability in writing English simple sentences. This research is descriptive qualitative. The result shows that students have understanding of how to construct simple sentences in several formulas such as Subject + Verb + Complement (S + V + C), Subject + Verb + Adverb (S + V + Adv), Subject + Verb + Object (S + V + Object), and Subject + Verb + Object + Adverb (S + V + O + Adverb). But, besides using simple sentences, the students also still use other sentence forms to support information in their paragraphs such as 1) compound sentences by using the coordinating conjunction for example "so", "but", and "and". 2) complex sentence by using the coordinating conjunction for example "after", "before", "so that", "if", "that", "because", "even though", "although", "when", "while". 3) compound-complex sentence by using both coordinating conjunction and subordinating conjunction". Therefore, the teachers/lecturers need to give understanding more to the students that 1) a simple sentence has one independent clause and expresses one idea/topic. 2) simple sentence must have a subject-verb combination, but the subject can be compound or more than one. 3) simple sentence can have a compound verb. 4) simple sentences can only have one subject-verb combination and commas are not used. The students must be able to understand and know the subject, predicate (verb) and nouns, adjectives, and adverbs that will give a complete meaning. So that those who read will understand what they want to convey through the sentence.

Keywords: *descriptive paragraph, English writing, simple sentence, writing*

INTRODUCTION

Understanding basic sentence patterns in English is the main capital in understanding and mastering all patterns or forms of sentences that exist in English grammar. Each language has its main basic patterns before moving on to advanced material. By mastering the basic sentence patterns of a foreign language, it is also hoped that they will master the forms and patterns of more complex sentences. A sentence is a series of words that we always say in communication. Many words that we know will be meaningless if we don't put them together into a sentence. A sentence is also an arrangement of several words that have meaning.

A sentence can be said to be a sentence in English if it has met the requirements of the sentence itself, which must consist of a subject and a predicate and has a perfect or understandable meaning. The subject is the main topic in a sentence, the subject can be a person, object, situation, or place. The predicate is the

thing that explains the subject. One of the most important things in writing English properly and correctly is to understand how to write and the types of sentences themselves.

Saddler & Asaro-Saddler (2009) state that for less experienced writers and authors with learning difficulties, constructing well-formed sentences in writing may be extremely challenging. When we have a dialogue in English, what comes out of our mouth is a series (read: arrangement) of words. If the word order can be understood clearly, it can be said that it is a sentence form. However, the question is: 'is the sentence we say correct according to the rules of language (English Grammar)? That is, a word structure - a sentence - can be said to be good if the dialogue opponent understands our conversation. However, the sentence is not necessarily correct according to grammar. Using rules, rules, or grammar in speaking or writing is important so that the meaning we want can be conveyed in full to whom we are talking (Fitria,

2019a).

The most basic English sentences usually consist of two parts: a subject and a predicate. The subject refers to who or what is doing the action in the sentence. The subject tells us who or what the sentence is about. The predicate provides information related to or about the subject. The predicate tells us something about the subject. Predicates can be verbs, nouns, adjectives, etc. In addition to words, several other linguistic units also help construct a sentence. Some of the most significant are phrases and clauses. These three linguistic units are generally used in forming a sentence structure. English sentence structure is the key to solid and effective communication if we want to learn English well (Fitria, 2021). If we don't know the parts of a sentence or how to combine them in the right order, our sentences will fall apart. A sentence is a group of words with a subject and a predicate that express a complete thought (Skocik, 2002).

A basic sentence consists of a subject and a predicate, which may be just a verb or may need an object to complement it (Boros & Boros, 2012). When writing a sentence, we try to use a variety of sentences to show our understanding of how the kind, structure, and length of sentences may assist writers to express content and generate impacts on readers (Ehrenhaft, 2020). (Hamaguchi, 2004) states that one of the secrets to fluent writing is to use various types of sentence structures. Understanding the different types of sentences will help us to vary our sentence structure (Mathis, 2013).

A sentence, for analysis, can be examined from the point of view of its structure (Verma, 2017). In general, it is very important to remember that every English word in a sentence has a specific purpose in the sentence. A sentence may be simple, compound, complex, or compound-complex, depending on how the independent and dependent clauses are combined (VanderMey et al., 2014). (Lougheed, 2021) states that there are four types of sentences: simple, compound, complex, and compound-complex. (Wyrick, 2017) states that sentences themselves may be classified according to their structures as four types: simple, compound, complex and compound-complex.

Simple sentences are the only ones that have just one independent clause; the other three types of sentences have one independent clause with another kind of clause added to it (Ruday, 2020). Simple is a set of words that includes a subject and a verb and communicates a complete thought. Graves & Graves (2011). Thus, the simple sentence has only one subject and one

predicate. The subject and the predicate can be either simple or compound (Fasano, 2015; Folse et al., 2020).

A simple sentence is made up of one independent clause (Hess, 2014). A simple sentence consists of only one independent clause containing a subject and a verb (finite verb) and it shows complete meaning. There is no dependent clause (S. K. Gupta & Prakashan, 2018). A simple sentence comprises at least a topic and a comment, also called subject and predicate. (Erickson, 2013) states that a sentence "predicates" something about its "subject"; it "comments" on its "topic." Simple sentences express complete thoughts. They have subjects and verbs (Murray, 2013). It is supported by Nelson & Nelson (2001) that simple sentences can be combined by using 'but' or 'and'.

When learning English, of course, we learn what subject, verb, object, complement, and others are. Of course, in learning English, especially writing, many people perhaps still have difficulty or are confused about changing verbs, especially if the sentences used are long (Fitria, 2019b). For example, verbs that change in English are certainly familiar to English learners. Verbs change because the object of the sentence changes and the number of subjects in the sentence changes. This is known as the subject-verb agreement, a verb that changes because the subject is singular or plural. The students must be able to understand and know the subject, predicate (verb) and nouns, adjectives, and adverbs that will give a complete meaning. So that those who read will understand what they want to convey through the sentence.

Several previous studies have been conducted related to writing sentences. First, Subekti (2017) states that the students had a good mastery of complex sentences including noun clauses, adjective clauses, and adverb clauses. Despite having rather high scores on the three fundamental categories of complex sentences outlined above, the student's understanding of complex sentences comprising numerous clause patterns was surprisingly low. Second, Embriany et al. (2018) state that the students have a good understanding of how to construct compound sentences. Furthermore, the errors in verb tense and conjugation occurred because clauses in the sentences produced by the students had verbs that were not in the right tense, were incorrectly singular/ plural, or otherwise did not agree with the subject. Third, Sari et al. (2019) state that the students' ability of 18 students in the fourth semester English Department in writing compound sentences was moderate level. Fourth, Ria et al. (2020) state that students from Bung Hatta

University's English Department excelled in writing complex sentences with correlative conjunctions. The researcher advised the students to practice constructing complex sentences using correlative conjunctions more often. They should also concentrate on the lecturers' instruction and study more about how to compose compound sentences utilizing correlative conjunctions to increase their competence and understanding of compound sentences. Fifth, Istiqomah (2021) states that student's ability to recognize compound-complex sentences was shown to be exceptional in 6 students (15.79%), good in 16 students (43.43%), fair in 10 students (26.31%), poor in 3 students (3.90%), and failed in 3 students (3.90%). The average student's capacity to recognize compound-complex sentences at the fourth-semester students of UIN Raden Intan Lampung was 66.34. It was awarded a good score. Sixth, (Rahma & Rosa, 2021) state that second-year students in the UNP English educational program have an excellent capacity to write compound-complex sentences, with an average percentage of 79.18 percent. Most students can write compound-complex sentences in their essays, however they struggle with: 1) poor punctuation, particularly the comma; 2) the compound-complex phrase lacks a subject or a verb. As a result, the lecturer should devote special attention to assisting students in practicing both writing and grammar via peer correction.

All previous studies have similarities and differences from this research. In similarity, those studies and this research analyzed the students' ability in writing English sentences, but there are also differences in the focus of the study. The first and fourth research focuses on complex sentences. The second, and third focus on the compound sentence. The fifth and sixth focus on the compound-complex sentence. While this research focuses on simple sentences. The research is interested to investigate the non-English department students in writing English simple sentences based on the formula given. Therefore, the objective of this study is to know the students' ability in writing English simple sentences.

METHOD

This research is descriptive qualitative. This type of qualitative research is descriptive with collecting soft data, not hard data to be processed with statistics (Yusuf, 2016). Therefore, the researchers used qualitative data and described it descriptively. This data collecting method use test. The test method is a method used to make certain measurements of the object (Saputra & Munaf, 2020). The test method is a set of guidelines or

tasks to measure the presence or absence of the magnitude of the ability of the object under study. The researcher chooses the material/topic "English Simple Sentences". The students of ITB AAS Indonesia are chosen and asked to write sentences related to each formula of Simple Sentences. In this study, the researchers used an assay to measure and explore students' abilities in more depth about the material/topic.

This data analysis technique uses three concurrent flows of activity: data reduction, data presentation, and conclusion drawing/verification (Jonker & Pennink, 2010). Here, the reduced data will provide a more specific picture and make it easier for the researcher to collect further data and look for additional data if needed. After the data is reduced, the next thing to do is the presentation of the data. The presentation of the data is carried out so that the reduced data can be well organized and arranged in a relationship pattern making it easier for readers to understand the research data. The presentation of data can be done in the form of narrative descriptions, charts, pictures, tables, flow charts, and others. The next step in the qualitative data analysis process is to draw conclusions based on the findings.

FINDINGS AND DISCUSSION

Findings

This study is to know the students' ability in writing English simple sentences. Based on the findings of the research, there are several findings found in the table following:

The 1st example of a student's writing:

(1) My name is Pinggi Pradita, you can call me Pinggi or Dita. (2) I am a student majoring in Islamic Economics at ITB AAS Indonesia. (3) I was born in Gunungkidul, February 9, 2003, **so** now I am 18 years old. (4) My house is in Gunungkidul, Yogyakarta, **but** now I live in Kartasura. (5) I stay there **because** it is closed **when** I go to campus. (6) I have a hobby of singing, **even though** my voice is not very good. (7) Singing can lift our spirits **when** we are sad. (8) My favorite colors are black and red. (9) My favorite food is instant noodles. (10) I know it's not good **if** consumed in large quantities, **so** I don't eat it often. (11) **When** it comes to conversations, I enjoy it such as discussing cases and puzzles. (12) My dream was to be part of the military or a special agent of the state, **but** I failed. (13) It doesn't matter, **because** I can still help protect this country, such as improving the economy and creating as many jobs as possible.

Based on the student's writing above shows

that the student writes several sentences in descriptive paragraphs. We can see in the 1st, 2nd, 8th, and 9th sentences, that the student writes a simple sentence. In the 3rd sentence, the students write compound sentences by using the coordinating conjunction “so”. In the 4th and 12th sentences, the students write compound sentences by using the coordinating conjunction ”but”. In the 5th sentence, the students write complex sentences by using the subordinating conjunction “because” and “when”. In the 6th sentence, the students write complex sentences by using the subordinating conjunction “even though”. In the 7th sentence, the students write compound sentences by using the coordinating conjunction “when”. In the 10th sentence, the student writes a compound-complex sentence by using the subordinating conjunction “if” and coordinate conjunction “so”. In the 11th sentence, the students write a compound sentence by using the coordinating conjunction “when”. Then, in the 12th sentence, the student writes a complex sentence by using the subordinating conjunction “because”.

The 2nd example of student’s writing:

(1) My name is Yuli Amelia Anisa. (2) Usually, my friends call me Yuli. (3) I was born in Klaten, July 17 2001. (4) I’m 20 years old. (5) I study at campus ITB AAS Indonesia. (6) I live in Wonosari Klaten. (7) My hobby is listening to music. (8) I like music **because** I can get some inspiration. (9) My favorite colour is blue. (10) I like blue colour **because** blue is humble. (11) My favorite food is meatball. (12) My favorite drink is chocolate milk. (13) My favorite fruit is watermelon. (14) My future ambition is Accounting teacher. (15) I want to be a teacher **because** I want to share knowledge and advance the nation’s generation. (16) I wish, I could achieve my better future later.

Based on the student’s writing above shows that the student writes several sentences in a descriptive paragraph. We can see in the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 9th, 10th, 12th, 13th, 14th, and 16th sentences, the student writes a simple sentence. In the 8th, 10th, and 15th sentences, the student writes complex sentences by using the subordinating conjunction “because”.

The 3rd example of student writing:

(1) My name is Ismail Ali Ma’ruf. (2) I am 19 years old. (3) I was born in Sragen on November 28, 2001. (4) I study at ITB AAS Indonesia in Kartasura, Sukoharjo. (5) I take the business Economics faculty in Islamic Economics and I

have taken 3 semesters. (6) My hobby is listening music **and** favorite music is from the band ‘Karnamereka’. (7) I think the songs have deep lyrics **and** inspire the listeners. (8) I like the color Blue **because** I am one of the supporters of a football club in Indonesia **who** wears a blue uniform, namely PERSIB. (9) My favorite food is meatballs. (10) I don’t talk much to other people **because** I’m a quiet person. (11) I have almost no friends, **but** I want to be a human being that is useful to many people **so that** I get a lot of friends. (12) I also want to make my parents happy in their live.

Based on the student’s writing above shows that the student writes several sentences in descriptive paragraphs. We can see in the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 9th, and 12th sentences, that the student writes simple sentences. In the 8th sentence, the student writes complex sentences by using the subordinating conjunction “because” and “who”. In the 10th sentence, the student writes complex sentences by using the subordinating conjunction “because”. In the 11th sentence, the student writes a compound-complex sentence by using the coordinate conjunction “but” and subordinating conjunction “so that”

The 4th example of student’s writing:

(1) My name is Muhammad Abdul Norrochman **and** you can call me Rohman. (2) I was born in Boyolali, March 13, 2002. (3) I am 19 years old. (4) I am studying at the ITB AAS Indonesia **and** I am majoring in S1 Islamic Economics. (5) I have been running for 3 semesters. (6) I live in Boyolali city. (7) My hobby is playing volleyball. (8) I chose volleyball **so that** I can grow tall quickly. (9) My favorite color is red. (10) My favorite food is chicken noodle, **while** my favorite drink is iced tea. (11) My ambition is to become a finance manager in a company. (12) **Before** I studied at ITB AAS, I worked in an official workshop of AHASS Boyolali.

Based on the student’s writing above shows that the student writes several sentences in descriptive paragraphs. We can see in the 1st, and 4th sentences, that the student writes a compound sentence by using the coordinate conjunction “and”. In the 2nd, 3rd, 6th, 7th, 9th and 11th sentences, the student writes simple sentences. In the 8th sentence, the student writes a compound sentence by using the subordinate conjunction “so that”. In the 10th sentence, the student writes a compound sentence by using the subordinate conjunction “while”. In the 10th sentence, the student writes a compound sentence by using the subordinate

conjunction “before”.

The 5th example of student’s writing:

(1) My name is Puja Pratiwi and you can call me Puja. (2) I was born in Boyolali on 19 June 2003 **and** I am eighteen years old now. (3) I study at ITB AAS Indonesia. (4) I live at Banyudono, Boyolali. (5) My hobby is reading and spending my free time by doing nothing. (6) I like reading **because** reading can broaden horizons. (7) My favorite colour is green **because** green is able to provide a relaxed atmosphere. (8) My favorite food is meatball. (9) I want to be a bank employee **because** they have a clear career path.

Based on the student’s writing above shows that the student writes several sentences in descriptive paragraphs. We can see in the 2nd, 3rd, 4th, 5th, and 8th sentences, that the student writes a simple sentence. In the 2nd sentence, the student writes a compound sentence by using the subordinate conjunction “and”. In the 6th, 7th, and 9th sentences, the student writes complex sentences by using the subordinate conjunction “because”.

The 6th example of student’s writing:

(1) My name is Tiara Listya Ekawati. (2) You can call me Tiara. (3) I was born in Sukoharjo on September 15, 2001. (4) My age is twenty years old. (5) I am currently studying D3 Accounting at ITB AAS Indonesia. (6) I live in Mojolaban Sukoharjo. (7) **After** I graduating, I worked at a factory in the Jaten Karanganyar. (8) I work in the manufacture of ginger candy. (9) My hobbies are singing and dancing. (10) I like singing and dancing **because** I like Korean music with boy and girl bands. (11) For my favorite color, it is not very significant, **because** all colors are beautiful. (12) I like unhealthy food, **because** it tastes really good. (13) I want is as a finance staff in a company. (14) I hope to achieve my dream someday.

Based on the student’s writing above shows that the student writes several sentences in a descriptive paragraph. We can see in the 1st, 2nd, 3rd, 4th, 5th, 6th, 8th, 9th, 13th, and 14th sentences, the student writes simple sentences. In the 7th sentence, the student writes a compound sentence by using the subordinate conjunction “after”. In the 10th sentence, the student writes a compound sentence by using the subordinate conjunction “while”. In the 10th, 11th, and 12th sentences, the student writes compound sentences by using the subordinate conjunction “because”.

The 7th example of student’s writing:

(1) My name is Yulisa Purmasari and you can call me Yulisa. (2) I was born in Boyolali, July 23 2002 two. (3) I’m nineteen years old. (4) I am a student majoring in Islamic Economics at the ITB AAS Indonesia. (5) I live in Boyolali city. (6) My hobby is listening to music. (7) The reason I like music is **because** listening to music can improve mood **and** it can make me happy. (8) My faforit color is black, my favorite food is fried chicken **and** my favorite drink is iced tea. (9) My wish in the future is become a successful person, successful in career and family. (10) **After** graduating from college, I want to be a teacher in the field of Islamic economic system studies.

Based on the student’s writing above shows that the student writes several sentences in descriptive paragraphs. We can see in the 1st, 2nd, 3rd, 4th, 5th, 6th, and 9th sentences, the student writes a simple sentence. In the 7th sentence, the student writes a compound-complex sentence by using subordinate conjunction “because” and coordinate conjunction “and”. In the 8th sentence, the student writes a compound sentence by using the coordinate conjunction “and”. In the 10th sentence, the student writes complex sentences by using the subordinate conjunction “after”.

The 8th example of student’s writing:

(1) My name is Puput Aditya Mayan. (2) I am 21 years old. (3) I was born in Sragen, 4 September 2000. (4) I live in Jombor Sukoharjo. (5) I am a student majoring in a 3 year diploma accounting 3 ITB AAS Indonesia. (6) At the beginning of my studies, I had a hard time, **because** I meet new people **and** I don’t like meeting new people, crowds, new things, **so that** I don’t know how to communicate well. (7) My friends said **that** I am so ignorant, stubborn, sluggish, tempramental, and have a bitchy face. (8) I like listening music, from Sheila On 7, Andmesh, One Direction, and Kpop Song. (9) I am a Kpop and Kdrama Lovers. (10) **While** I watching Kdrama, I usually eat my favorite snack and make iced tea. (11) Iced tea is the freshest drink in the world. (12) I want to be entrepreneur and open tavern drink ‘iced tea’. (13) I want to be entrepreneur **because** I was inspired my parents.

Based on the student’s writing above shows that the student writes several sentences in a descriptive paragraph. We can see in the 1st, 2nd, 3rd, 4th, 5th, 8th, 9th, 11th, and 12th sentences, that the student writes simple sentences. In the 6th sentence, the student writes a compound-complex

sentence by using subordinate conjunction “because” and “so that”, also coordinate conjunction “and”. In the 7th sentence, the student writes complex sentences by using the coordinate conjunction “that”. In the 10th sentence, the student writes a complex sentence by using the subordinate conjunction “while”. In the 13th sentence, the student writes complex sentences by using the subordinate conjunction “because”.

Discussion

Based on the findings above, we can see that students write several sentences in their descriptive paragraphs. Guffey & Seefer (2019) states that different languages have different sentence patterns, which means that subjects, verbs, objects, and other components are placed in different orders. English is known as an SVO language (subject-verb-object). Proficiency in constructing simple sentences is an important and foundational skill for continued writing growth (Datchuk & Kubina, 2017). The student mostly writes simple sentence correctly based on the formula of simple sentences, as follow:

The first formula is Subject + Verb + Complement (S + V + C). In the findings are found the simple sentences in the formula Subject + Verb + Complement (S+V+C) such as “My name is Yuli Amelia Anisa”, “I’m 20 years old”, “My hobby is listening to music”, “My favorite drink is chocolate milk”, “My future ambition is a teacher”, “My hobbies are singing and dancing”, and “I am a Kpop and Kdrama Lovers”, “Iced tea is the fresh drink in the world”, “I want to be an entrepreneur”, “My hobby is playing volleyball”, “My favorite colors are black and red”, “My favorite food is instant noodles”, “My age is twenty years old”. The second formula is Subject + Verb + Adverb (S + V + Adv). In the findings are found the simple sentences in the formula such as “I was born in Klaten, July 17, 2001”, “I study at campus ITB AAS Indonesia”, “I live in Wonosari Klaten”, “I live in Boyolali city”, “I was born in Sragen, 4 September 2000”, “I study at ITB AAS Indonesia in Kartasura, Sukoharjo”. “I was born in Sukoharjo on September 15, 2001”, and “I work in the manufacture of ginger candy”. The third formula is Subject + Verb + Object (S + V + Object). In the findings are found the simple sentences in the formula such as “My friends call me Yuli”, “You can call me Tiara”. The fourth formula is Subject + Verb + Object + Adverb (S + V + O + Adverb). In the findings are found the simple sentences in the formula such as “I take the business Economics faculty in Islamic Economics”.

Simple sentences are called simple because

this structure contains just one unit of subject and verb together—creating one complete idea (Walter, 2016). Recognizing the boundaries of a complete idea helps us to catch incomplete sentences (fragments) and run-on sentences (more than one complete idea with no punctuation between them). Cogni (2019) states that a simple sentence in English is short and has a subject and a verb. It expresses a complete thought. Sometimes, a clause may act as a sentence, since a clause consists of a subject and a predicate. In this case, such a clause is considered independent, as it makes sense on its own. Kemper et al. (2018) state that a simple sentence can have a compound subject (two or more subjects). To write a simple sentence with two subjects, join them ‘using’ and or ‘or’. The subject and/or predicate can consist of two or more nouns/two or more verbs (Sullivan, 2020).

Basic sentence patterns are also called fundamental because other sentences can be derived from them (Gupta, 2019). The students have an understanding of how to construct simple sentences. But, besides using simple sentences, the students also still use other sentence forms such as 1) writing compound sentences by using the coordinating conjunction for example “so”, “but”, and “and”, 2) writing complex sentences by using the coordinating conjunction for example “after”, “before”, “so that”, “if”, “that”, “because”, “even though”, “although”, “when”, while”, 3) writing compound-complex sentence by using both coordinating conjunction and subordinating conjunction”. A simple sentence has one independent clause. A compound sentence has two or more independent clauses (Expressed another way, a compound sentence is two simple sentences joined by conjunction). A complex sentence may consist of one independent clause and one or more (dependent clauses). A compound-complex sentence includes two or more independent clauses and at least one dependent clause. Learning about the numerous sentence kinds defined in this standard begins with understanding basic sentences.

A simple sentence is the most basic form of a sentence, which only consists of one independent clause. Simple forms don't always mean short, or even uncomplicated. Simple sentences can be long and have a compound subject and verb, a compound subject has more than one noun that performs an action and a compound predicate has more than one verb with the same subject. It can be connected with conjunctions like “and” and “or”. Thus, the subject and verb/predicate of a simple sentence can be compounded and still be considered a sentence with one subject and one

verb (verb). The things to remember are 1) a simple sentence has one independent clause and expresses one idea/topic. 2) a simple sentence must have a subject-verb combination, but the subject can be compound or more than one. 3) a simple sentence can have a compound verb. 4) Simple sentences can only have one subject-verb combination and commas are not used.

The use of simple sentences is actually very standard but is often reduced to a very simple sentence. Basically, this sentence can also be more complex. What is meant as simple refers to the pattern. To understand the meaning of simple sentences is quite easy. Because this is the most basic type of sentence and consists of an independent sentence.

A simple sentence is one type of sentence that is grouped based on its structure. Among other types of sentences, simple sentence types are the simplest and easiest to apply. Known as the most basic type of sentence, a simple sentence is a simple sentence that contains only a subject and a predicate. However, this sentence is able to express complete information and thoughts through its independent clause.

As a simple sentence, a simple sentence does not have a dependent or subordinate clause. The structure contained in this sentence usually contains punctuation marks at the end of the sentence, as well as objects/complements filled with adjectives, nouns, or prepositions. The simple sentence formula in a sentence is very easy to recognize and memorize, because it only uses the Subject + Verb + Object pattern. Or in a shorter version, a simple sentence only requires the Subject + Verb / Predicate formula.

The sentence writing system and its deep understanding are very important things for every student to learn. Without understanding how a sentence is formed, it will be very difficult to digest the sentence pattern and then make it perfect.

Conclusion

Simple sentences can have a compound subject and verb, a compound subject has more than one noun that performs an action and a compound predicate has more than one verb with the same subject. It can be connected with conjunctions like “and” and “or”. The students of ITB AAS Indonesia have a good understanding of how to construct simple sentences. But, besides using simple sentences, the students also still use other sentences to support paragraph form such as 1) writing compound sentences by using the coordinating conjunction for example “so”, “but”, and “and”. and 2) writing complex sentences by

using the coordinating conjunction for example “after”, “before”, “so that”, “if”, “that”, “because”, “even though”, “although”, “when”, “while” 3) writing compound-complex sentence by using both coordinating conjunction and subordinating conjunction”. The first step we have to do is identify the basic pattern of a sentence. The basic pattern of a sentence is only the subject (doer) and verb (verb). For the rest, we just need to provide additional information.

The most important thing to make sentences easily in English is to know many types of vocabulary or vocabulary. After we know a lot of English vocabulary or vocabulary, then the next thing we must know is how to make simple and meaningful English sentences that can be seen. We must also understand properly the use of punctuation, capitalization, and the preparation of ideas to compose a sentence that is good and easy to understand. A sentence is an arrangement of words that have a certain pattern and form a meaningful and understandable unit. So if there is something that has no meaning, it cannot be called a complete sentence but a fragment sentence. Besides, we should learn how to make simple English sentences before learning other sentence forms. Because if we can and understand how to make simple sentences, it will be easier for you to learn while making more complex sentences.

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